

## Judaism & Ecology Project Rubric

Name: \_\_\_\_\_

	4/A	3/B	2/C	1/I	Score
Content :	The student explained the source of his/her text according to all of the required criteria. The student clearly explained the ecological lesson to be learned from the text, what we must do as a result of its message and its Jewish connection. The student provided a meaningful reason for his/her selection of the text.	The student explained the source of his/her text according to most, if not all, of the required criteria. The student mostly clearly explained the ecological lesson to be learned from the text, what we must do as a result of its message and its Jewish connection. The student provided a meaningful reason for his/her selection of the text.	The student explained the source of his/her text according to most, if not all, of the required criteria. The student mostly clearly explained the ecological lesson to be learned from the text, what we must do as a result of its message and its Jewish connection. The student provided a somewhat meaningful reason for his/her selection of the text.	The student explained the source of his/her text according to some of the required criteria. The student had difficulty clearly explaining the ecological lesson to be learned from the text, what we must do as a result of its message and its Jewish connection. The student did not provide a meaningful reason for his/her selection of the text.	_____
Presentation	The presentation to the class was engaging and held the students' attention. The student was very prepared for the presentation, speaking and teaching freely during the presentation. The student was able to answer questions from the audience accurately and with confidence. The content was proofread and contained very few, if any, errors.	The presentation to the class was engaging and held the students' attention. The student was mostly well-prepared for the presentation, speaking and teaching with some reference to written notes during the presentation. The student was able to answer questions from the audience mostly accurately and with confidence. The content was proofread and contained few errors.	The presentation to the class was somewhat engaging and held the students' attention. The student was somewhat prepared for the presentation, but often just read from notes or presentation slides. The student was able to answer questions from the audience mostly accurately and with confidence. The content was somewhat proofread, but contained errors.	The presentation to the class contained no creative elements to attract and hold the audience's attention. The student was not well-prepared for the presentation, having only read his/her presentation from notes. The student was not able to answer questions from the audience accurately and with confidence. The content was not proofread and contained errors.	_____
Organization and Respect	The student completed the assignments by the assigned due date, perhaps even early. Class periods assigned for the project were used effectively to make on-going progress. Student was attentive during classmates' presentations, often asking meaningful questions of them.	The student completed the assignments by the assigned due date. Class periods assigned for the project were used mostly effectively to make on-going progress. Student was attentive during classmates' presentations, sometimes asking meaningful questions of them.	The student completed the assignments within one week of the assigned due date. Some of the class periods assigned for the project were used effectively to make on-going progress. Student was mostly attentive during classmates' presentations, but asked only a few questions following their teachings.	The student completed the assignments more than one week late. Several of the class periods assigned for the project were not used effectively to make on-going progress. Student showed poor audience behavior during classmates' presentations and did not ask meaningful questions.	_____